



BENNETTSTVILLE MIDDLE

701 Cheraw Street
Bennettsville, South

Grades	6-8 Middle School	
Enrollment	400 Students	
Principal	Diane Grant	843-479-5941
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

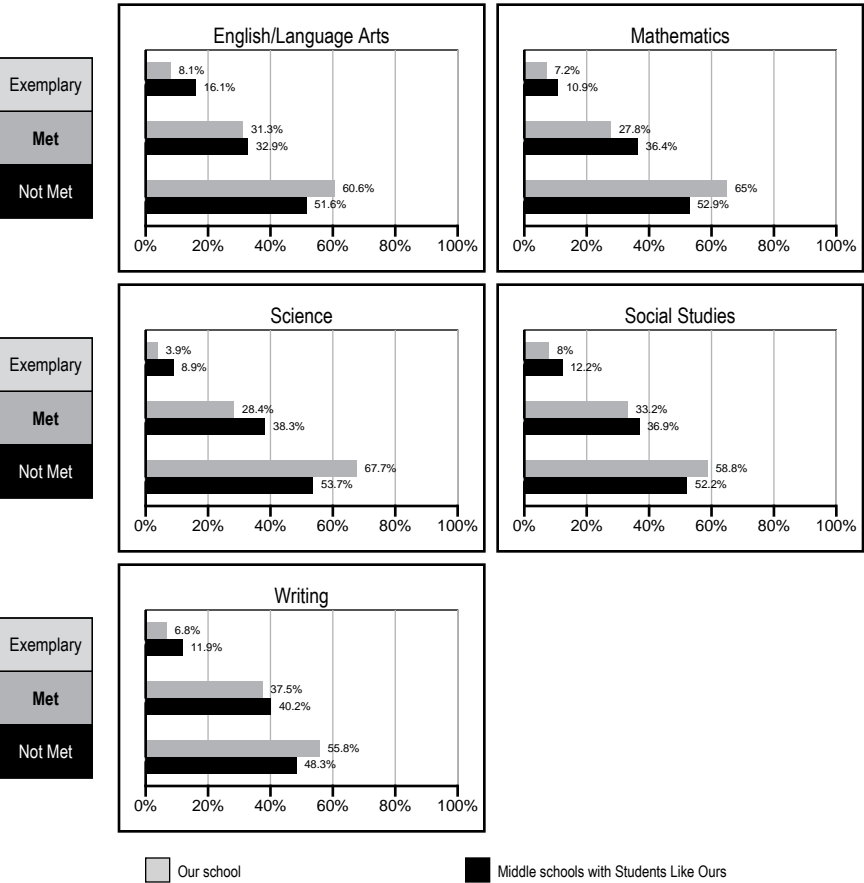
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	29	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	73.3%	88.9%
English 1	100.0%	90.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	85.7%	88.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=400)				
Students enrolled in high school credit courses (grades 7 & 8)	5.5%	Down from 7.2%	13.9%	24.2%
Retention rate	2.3%	Up from 2.2%	1.1%	0.7%
Attendance rate	93.8%	Down from 93.9%	95.4%	95.9%
Eligible for gifted and talented	11.8%	Up from 9.7%	5.2%	16.4%
With disabilities other than speech	22.9%	Up from 19.9%	14.8%	12.0%
Older than usual for grade	4.8%	Up from 3.1%	5.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	16.5%	Up from 5.0%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Down from 60.6%	57.6%	58.5%
Continuing contract teachers	89.7%	Up from 72.7%	66.0%	80.0%
Teachers with emergency or provisional certificates	16.7%	Down from 41.4%	11.9%	4.0%
Teachers returning from previous year	69.3%	Down from 72.7%	77.4%	84.6%
Teacher attendance rate	95.9%	Up from 92.6%	95.5%	95.4%
Average teacher salary*	\$38,317	Down 0.3%	\$44,768	\$46,561
Professional development days/teacher	5.1 days	Down from 13.0 days	10.6 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 18.2 to 1	16.9 to 1	21.1 to 1
Prime instructional time	89.5%	Up from 86.5%	89.8%	90.4%
Opportunities in the arts	Poor	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	73.5%	Down from 99.9%	97.1%	98.1%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$10,083	Down 3.4%	\$10,543	\$7,802
Percent of expenditures for instruction**	57.2%	Down from 58.2%	60.2%	63.8%
Percent of expenditures for teacher salaries**	52.9%	Up from 50.5%	55.8%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Bennettsville Middle School is a Title 1 School and a Palmetto Priority School. We currently serve 393 students in grades 6-8.

Bennettsville Middle School has shown increases in student achievement, as reflected in TAP (Teacher Advancement Program) value added and MAP (Measures of Academic Progress) scores. Teacher quality still continues to be positively impacted through weekly clusters, where teachers learn instructional strategies designed to increase student achievement through implementation in classrooms. The school's value added score for 2008-2009 was a "5"; an increase from a "3" for the 2007-2008 school year. A value-added "5" equals to 2 or more standard errors above an academic years growth!

During the 2010 spring administration of MAP, an average of 50% of the students met their target growth scores in reading and math; an increase from an average of 38%.

All schools in Marlboro County administer ten-day assessments to students. Students are expected to score at least 80% on these tests. Incentives are provided by Bennettsville Middle School to reward students who achieve this goal.

Bennettsville Middle School has been designated as a Turn Around School for the 2010-2011 school year. We will be known as the BMS of math, science and technology. Many new initiatives have been planned to help us improve student achievement.

Diane Grant, Principal
Dean Fullard, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	106	13
Percent satisfied with learning environment	67.9%	54.3%	53.8%
Percent satisfied with social and physical environment	64.3%	64.4%	46.2%
Percent satisfied with school-home relations	25.9%	72.3%	33.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 8 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	18.8%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.3%	0.0%	No
Student attendance rate	93.8%	94.0%*	No

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	386	98.5	60	30.3	9.7	57.7	72.5	83.5	No	Yes
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Gender

Male	204	97.1	61.1	28.1	10.8	53	68.2	80.1	N/A	N/A
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Female	182	100	58.8	32.7	8.5	63	77.1	87	N/A	N/A
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Racial/Ethnic Group

White	46	93.5	55.3	31.6	13.2	71.1	79.6	89.6	I/S	No
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African American	327	99.1	61.4	29.4	9.2	55.8	68.5	74.6	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.5	79.6	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.2	85.1	I/S	I/S
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Disability Status

Disabled	85	96.5	88.5	3.8	7.7	26.9	43.4	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	346	98.6	62.2	29.2	8.7	55.4	70.2	76.9	No	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	386	98.5	63.4	28.9	7.7	50.6	68.7	80.4	No	Yes
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Gender

Male	204	97.1	65.9	26.5	7.6	46.5	66	78.4	N/A	N/A
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Female	182	100	60.6	31.5	7.9	55.2	71.5	82.5	N/A	N/A
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Racial/Ethnic Group

White	46	93.5	65.8	26.3	7.9	52.6	75	87.8	I/S	No
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African American	327	99.1	63.4	29	7.6	49.8	64.2	69.3	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.5	78.3	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	80.3	83.2	I/S	I/S
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Disability Status

Disabled	85	96.5	87.2	9	3.8	20.5	42	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	346	98.6	65.7	27.6	6.7	48.4	65.9	72.8	No	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	251	100	65.7	29.2	5.2	34.3	42.7	67.3
Gender								
Male	136	100	63.5	31.7	4.8	36.5	44.1	66.9
Female	115	100	68.2	26.2	5.6	31.8	41.3	67.7

Racial/Ethnic Group

White	31	100	59.3	37	3.7	40.7	55	79.6
African American	211	100	67.5	27.5	5	32.5	35.6	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	51.6	69.5

Disability Status

Disabled	58	100	80.4	14.3	5.4	19.6	17.4	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
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Socio-Economic Status

Subsidized meals	227	100	66.5	30.1	3.3	33.5	38.3	55.4
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Social Studies

All Students	252	98.8	58.2	33.2	8.6	41.8	51.4	70.9
Gender								
Male	134	97.8	57.1	32.5	10.3	42.9	49.8	70.1
Female	118	100	59.4	34	6.6	40.6	53.1	71.7

Racial/Ethnic Group

White	29	100	55.6	25.9	18.5	44.4	58.9	79.2
African American	216	98.6	60	32.5	7.5	40	46.6	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	N/A	N/A	N/A	N/A	36.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	71.2

Disability Status

Disabled	50	96	80	15.6	4.4	20	29	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	68
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Socio-Economic Status

Subsidized meals	228	98.7	60.8	32.1	7.2	39.2	47.1	60.8
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Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	394	94.4	54.9	38.2	6.9	45.1	56.3	72.1	93.8	95.1
Gender										
Male	211	92.9	57.8	36.2	5.9	42.2	48.3	65.2	93.7	94.9
Female	183	96.2	51.5	40.5	8	48.5	64.7	79.2	94.1	95.3
Racial/Ethnic Group										
White	46	87	54.1	37.8	8.1	45.9	64.2	80.8	89.9	94.1
African American	336	95.2	55.3	38.4	6.3	44.7	51.7	59.7	94.5	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	95.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	57.1	64.6	96.2	94.2
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	60.5	73.4	89.1	93.7
Disability Status										
Disabled	88	81.8	N/AV	N/AV	N/AV	9.9	14.5	27.7	91.8	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50	63.7	95.3	95.4
Socio-Economic Status										
Subsidized meals	354	94.4	58.5	35.7	5.8	41.5	52.9	61.9	93.6	94.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	136	99.3	64.6	31.5	3.9	35.4
	7	122	99.2	54.3	35.3	10.3	45.7
	8	145	93.8	54.8	37	8.1	45.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	130	100	56.8	34.7	8.5	43.2
	7	119	99.2	59.3	28.3	12.4	40.7
	8	137	96.4	63.9	27.7	8.4	36.1

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	136	99.3	60.6	29.9	9.4	39.4
	7	122	99.2	56.9	31	12.1	43.1
	8	145	93.8	61.5	31.1	7.4	38.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	130	100	58.5	35.6	5.9	41.5
	7	119	99.2	66.4	21.2	12.4	33.6
	8	137	96.4	65.5	29.4	5	34.5

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	68	98.5	80.6	17.7	1.6	19.4
	7	121	99.2	65.2	29.6	5.2	34.8
	8	69	100	69.6	26.1	4.3	30.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	65	100	82.8	15.5	1.7	17.2
	7	118	100	58.4	37.2	4.4	41.6
	8	68	100	62.9	27.4	9.7	37.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	67	100	N/AV	N/AV	N/AV	45.3
	7	120	98.3	62.8	28.3	8.8	37.2
	8	67	100	59.1	34.8	6.1	40.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	69	100	49.2	47.6	3.2	50.8
	7	118	99.2	61.6	28.6	9.8	38.4
	8	65	96.9	61.4	26.3	12.3	38.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	139	94.2	65.9	27	7.1	34.1
	7	122	94.3	62.4	33	4.6	37.6
	8	149	89.3	44.7	47.7	7.6	55.3
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	132	95.5	61.5	29.9	8.5	38.5
	7	124	96.8	57.8	38.8	3.4	42.2
	8	138	91.3	45.2	46.1	8.7	54.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample